

Content Standards updated

Nevada's Adult Education Content Standards for ABE, ESL/EL Civics, and ASE Programs have been updated to reflect the National Common Core Standards as well as the new focus on career pathways for all our students. They are posted at <http://nvedu.org/contentstandards>.

Contact CASAS Manager/PD Coordinator Claudia Bianca (cbianca@tmcc.edu, 775/824-8604) for additional information.

The Center for Applied Linguistics Brief [*Understanding Adult ESL Content Standards*](#) addresses the purpose, importance, and use of Content Standards. Though geared toward adult ESL teachers and program administrators, it can be useful to all involved with adult education. View at <http://nvae.us/52>.

Boot Camp boosts students to GED and beyond



Boot Camp Coordinator Angela Andrade Holt with instructors Amy Roby and Marie Johnson

Western Nevada College's Adult Literacy and Language program is one of Nevada's smaller programs and its GED Boot Camp is less than three years old, but the program has already has received continental attention. Since presenting at MPAEA conferences in 2010 and 2011, Program Director Teri Zutter and Transitional Instructional Specialist Angela Andrade Holt have received requests for information from as far away as Nova Scotia and were contracted as lead presenters at Georgia's Adult Literacy Conference this past fall.

The recognition is justified! The program has offered the intensive six-week instructional course fifteen times. Through December, 247 students have completed one or more boot camps and 159 have passed all five sections of the GED, a 64 percent overall pass rate.

WNC offers the Boot Camp regularly at its main Carson City campus and is adding a session in Gardnerville in February. They will also implement a new five-week program, GED Boot Camp: Basics and Beyond, that focuses on college and workforce readiness, including advanced math and English instruction.

For more information contact Angela at aaandrad@wnc.edu, 775/445-4452.



Students Sandra Tieffer and Brittany Bloomfield

Recent, relevant resources

Thinking critically

Two items were recently posted to Nevada's Adult Education Community (<http://nvedu.org/nvae>). Click on "Community Forum" then on "Critical Thinking" to access them.

- Critical Thinking in the Workplace: Background and Exercises (CSN Professor Chris Kuchuris)
- Judger-Learner Questions (Courtesy of Teri Zutter, WNC, citing Dr. Marilee Adams)



Nevada's Adult Education Community is a forum where teachers and staff discuss issues and share lessons and resources. Anyone who has previously registered at the site can post comments, questions, and ideas.

Those who have not yet registered may use the "Join" button on the Welcome page. Registration is easy and free! For more information, contact NV ABE CASAS Manager/PD Coordinator Claudia Bianca, cbianca@tmcc.edu, 775/824-8604.

New GED® Initiative

Last September, LINC'S Assessment Discussion List hosted "A Conversation About the GED 21st Century Initiative™: Moving from GED® Test to a Career and College Ready Assessment System." More than 1,400 adult educators and testing professionals met online with panelists from the GED Testing Service®, who responded to approximately 150 questions and comments.

The discussion focused on the upcoming version of the new GED assessment system (currently known as the GED test), set to be released in early 2014. Topics included the components of the Initiative, overview and current activities for the new GED assessment system, how content and format will differ from the current GED test, expected outcomes of the revised test, and how instructors and programs can begin to prepare for these changes. The full transcript is available at <http://nvae.us/4x>.

Transition

The research brief [*How Non-Academic Supports Work: Four Mechanisms for Improving Student Outcomes*](#) provides a review of literature and research focused on non-academic supports and success factors for postsecondary students. A synthesis of the literature describes several key themes that emerged in providing support mechanisms to improve student persistence and outcomes. See LINC'S experts' review and download at <http://nvae.us/4w>.

The brief [*Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Skills From the Beginning*](#) is written for teachers, counselors, and program administrators who work with adult English language learners in ESL classes at any level. Education researchers may find it helpful, as well. Access the brief at <http://nvae.us/53>.

Writing right

[*Developing Writers: An Eight Part Professional Development Workshop*](#) consists of eight video programs, a print guide, and a Web site. Although the series was developed for grades 9–12 writing and language arts teachers, it is appropriate for most adult literacy instructors. Teachers can use the components for professional development in two-hour weekly group sessions or on their own. Free, at <http://nvae.us/4y>.

The report [*Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*](#) identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning. These elements may be equally effective for helping adults with learning disabilities improve their writing. See review and link at <http://nvae.us/50>.

The Teaching Excellence in Adult Literacy (TEAL) project, operated by the American Institutes for Research (AIR) and funded by the U.S. Department of Education Office of Vocational and Adult Education, provides ABE teachers with professional development related to effective teaching with an emphasis on evidence-based practices in writing instruction. A September discussion among experts and teachers is archived at <http://nvae.us/4u>.

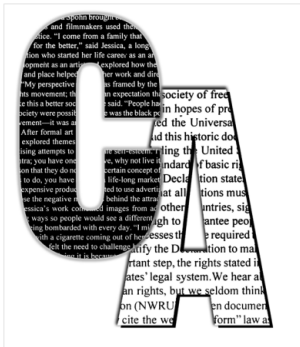


The diversity dozen

The RaceBridges for Schools project challenges teachers to develop diversity goals and activities. Its "[*diversity dozen*](#)" lists 12 ideas for developing diversity goals and activities. The www.racebridgesforschools.com site compiles lesson plans and teacher resources, many tied to specific celebrations (e.g., Martin Luther King's birthday, Native American and Hispanic Heritage months, July 4, etc.).

Publications students can use

Social justice



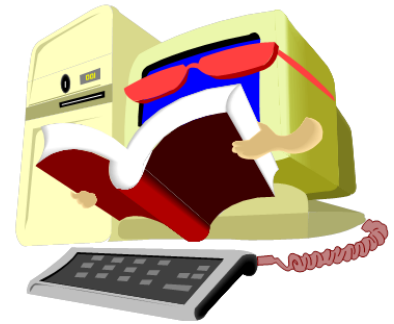
For socially relevant, accessible content that also teaches basic skills to ESOL and ABE students, check out *The Change Agent*. The biannual newspaper is the only U.S. publication devoted to providing adult learners with literacy and numerical tools for participating in democratic social change. Its articles and lesson plans are readable, practical, and have a fresh, punchy perspective.

Selected articles from recent issues of *The Change Agent* are now also available in audio at <http://www.nelrc.org/changeagent/>. Students can read the text (much of which was written by adult learners) while they hear it read out loud. Information about using audio in the classroom for reading instruction is also available. For more information, contact Editor Cynthia Peters at cpeters@worlded.org.

“The Trib”

The bimonthly *Literacy Tribune*, available online at www.theliteracytribune.org/, is published by United Literacy, a non-profit organization formed in 2007. The publication enables learners to practice their literacy skills by reading articles on everyday issues such as health, finance, education, and technology. Each issue also features one learner's story to encourage and inform learners on their journey to improving their literacy skills.

United Literacy plans to create a free, Web-based adult literacy curriculum for learners who are unable to attend a program in their area or who are looking for supplemental materials. The curriculum will include a textbook and be accompanied by video lessons available for free download. The organization's goal is to make literacy education accessible and worthwhile for all adult learners!



Rules for writing

1. Verbs has to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid clichés like the plague. (They're old hat.)
6. Be more or less specific.
7. Parenthetical remarks (however relevant) are (usually) unnecessary.
8. Also too, never, ever use repetitive redundancies.
9. No sentence fragments.
10. Don't use no double negatives.
11. Proofread carefully to see if you any words out.

What the public thinks about the GED®

The 43rd annual poll *The Public's Attitudes Toward their Public Schools* (Phi Delta Kappa/Gallup 2011) reports what Americans are saying about education today. The data on perceptions about the GED test is favorable: Three out of four Americans consider the GED credential a path to greater readiness for the future. Sixty-seven percent of Americans know someone who earned a high school equivalency diploma by passing the GED test.

The poll is an opportunity for parents, educators, and legislators to assess public opinion about public schools. The 2011 findings are based on telephone interviews conducted last June. The full report and highlights are posted at <http://www.pdkintl.org/poll/index.htm>.

This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.

Don't miss these upcoming PD events from NAE



The Nevada Adult Educators organization is preparing a "Professional Development Day" for Saturday, February 11 at the Siena Hotel in Reno. The committee is arranging with nationally recognized experts to present along three strands, which will include the GED and Career Pathways. Visit www.nvadulthood.org or contact Board Member Kathleen Jameson (kjameson@lyon.k12.nv.us, 775/575-3409) for more information on content, registration, and discounted hotel room rates.

The organization is also planning a Webinar focused on Nevada's economic issues and employment opportunities for early in 2012. Watch NAE's Web site for more information.

NAE offers scholarships for MPAEA conference

MPAEA's annual conference will be held April 11-14 in Helena, MT. According to President Brad Deeds, the conference will focus on implementing career pathways in adult education. "We're excited to have Brenda Dann-Messier, Assistant Secretary for Vocational and Adult Education, as our keynote speaker," he said. "Dr. Dann-Messier is a lifelong adult educator and passionate advocate for helping adults improve their basic skills and move up the career pathways ladder. MPAEA is thrilled to have her support!"

At its December meeting, the NAE Board of Directors voted to award up to 15 scholarships to its members to cover the conference registration fee for early bird registrations (\$195). Details are posted at <http://nvae.us/56>.

MPAEA also offers a few scholarships to its members to cover the conference fee. Applications are due January 20; see www.mpaea.org, follow link to awards and scholarships.

